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PUBH 6535 - Social and Behavioral Sciences and Public Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 6535: Theoretical Perspectives of the Social & Behavioral Sciences in Public Health
Fall 2021

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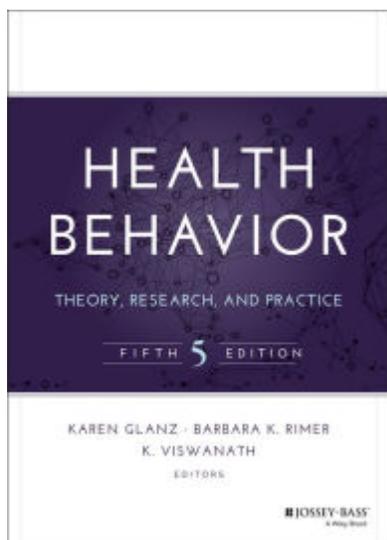
Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: None

Folio Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials is available for up to one year after graduation.

Catalog Description: This course is designed to familiarize students with the history and current applications of social and behavioral sciences as they are applied to public health practice and research. It explores social and behavioral science models, theories, and approaches that inform public health, and their philosophical roots. The course also examines social and behavioral determinants of health equity across the ecological spectrum. Emphasis is placed on critical thinking skills to help students synthesize and utilize information in research and practice. An important contribution of this course is the emphasis on recognizing the contributions of social and behavioral science research and practice to enhance public health.



Required Textbook: Glanz, K., Rimer, B.K., & Viswanath, K. (2015). Health Behavior: Theory, Research and Practice, Fifth Edition. San Francisco, CA: Jossey-Bass.

Purchase this book via any venue of your choice.

Secondary Text: Research articles, webinars and government documents. You will be able to access these additional resources in Folio.

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Cross-Cutting MPH Student Learning Outcomes:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem-solving, critical thinking, and public health leadership.

Community Health MPH Student Learning Outcomes:

At the completion of their MPH program all Community Health MPH students will be able to:

1. Utilize basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice to identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Assess individual, organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions.
3. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
4. Demonstrate steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
5. Apply evidence-based, ethically-grounded approaches in the development and evaluation of social and behavioral science interventions.

Course Learning Objectives (BASED ON THE COMPETENCIES ABOVE):

At the completion of this course the student will be able to:

1. Describe social and behavioral determinants of health equity at all ecological levels (individual through policy).
 1. **Define and describe the concept of health equity**
 2. **Explain the concept of a social determinant of health**
 3. **Discuss 3 social/behavioral determinants of health equity at each ecological level**
2. Describe social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally.
 1. **Compare/contrast issues related to rural and urban health**
 2. **Explain the social determinants of health at the local, national, and global levels**
3. Describe theory-based social and behavioral interventions at multiple ecological levels.
 1. **Define theory**
 2. **Determine if a theory is upstream or downstream**
 3. **Describe the constructs of each theory discussed in class and determine where they fit within the ecological model**
4. Describe Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects.
 1. **Distinguish between CBPR and traditional research**
 2. **List benefits and challenges of the CBPR approach**

5. Describe the impact of power and privilege on health inequity at local, national, and global levels.
 1. Distinguish between the terms health disparity and health equity
 2. Describe ways to reduce the power differential between public health practitioners and the communities at the local, national, and global levels
6. Explain the process of planning, implementing, and evaluating evidence-based community public health interventions.
 1. Describe the process of planning, implementing, and evaluating a public health program utilizing the PRECEDE-PROCEED model for program planning
7. Demonstrate the ability to conduct reviews of scientific literature related to public health issues.
 1. Utilize peer-reviewed literature to support arguments and assertions related to course assignments and content
 2. Utilize appropriate reference style (e.g. APA) in citing peer-reviewed scientific literature

****Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.*

Assessment of Student Learning

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Overview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignment
1 (August 11)	Introduction to Course		Course Introduction/ Attendance Verification
2 (August 16)	Health Education and Health Behavior: The Foundations	Chapters 1, 2	M2 Discussion
3 (August 23)	Individual-Level Health Behavior Theories: Health Belief Model	Chapter 5 Davis, J., Buchanan, K., & Green, B. (2013). Racial/Ethnic Differences in Cancer Prevention Beliefs: Applying the Health Belief Model Framework. <i>American Journal of Health Promotion</i> , 27(6), 384-389.	Quiz 1 M3 Discussion
4 (August 30) 4 (August 30, continued)	Theory of Reasoned Action/Theory of Planned Behavior	Chapter 6 Fisher, W., Kohut, T., Salisbury, C., & Salvadori, M. (2013). Understanding Human Papillomavirus Vaccination Intentions: Comparative Utility of the Theory of Reasoned Action and the Theory of Planned Behavior in Vaccine Target Age Women and Men. <i>Journal of Sexual Medicine</i> , 10:2455-2464. Zoellner, J.M., Hedrick, V.E., You, W., Chen, Y., Davy, B.M., Porter, K.J., ...& Estabrooks, P.A. (2016). Effects of a behavioral and health literacy intervention to reduce sugar-sweetened beverages: a randomized-controlled trial. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 13(1), 1-12.	Quiz 2 M4 Discussion
5 (September 6)	Transtheoretical Model/Stages of Change	Chapters 4, 7 Horvath C., Schembre S., Motl R., Dishman R., Nigg C. (2013). Does the Transtheoretical Model of Behavior Change Provide a Useful Basis for Interventions to Promote Fruit and Vegetable Consumption? <i>American Journal of Health Promotion</i> , 27(6), 351-357. Evers, K.E., Paiva, A.L., Johnson, J.L., Cummins, C.O., Prochaska, J.O., Prochaska, J.M., ... & Gökbayrak, N.S. (2012). Results of a transtheoretical model-based alcohol, tobacco and other drug intervention in middle schools. <i>Addictive Behaviors</i> , 37(9), 1009-1018.	Quiz 3 M5 Discussion

6 (September 13)	Interpersonal-Level Health Behavior Theories: Social Cognitive Theory	Chapters 8, 9 Joseph R., Pekmezi D., Lewis T., Dutton G., Turner L., Durant N. (2013). Physical Activity and Social Cognitive Theory Outcomes of an Internet-Enhanced Physical Activity Intervention for African American Female College Students. <i>Journal of Health Disparities Research and Practice</i> , 6(2), 1-18.	Quiz 4 M6 Discussion
7 (September 20)	Social Networks and Social Support/Technology, Social Media, & Health	Chapters 10, 11 Turner-McGrievy G., Tate, D. (2013). Weight loss social support in 140 characters or less: use of an online social network in a remotely delivered weight loss intervention. <i>Translational Behavioral Medicine</i> , 3(3), 287-294. Ramallo, J., Kidder, T., Albritton, T., Blick, G., Pachankis, J., Grandeleski, V., & Kershaw, T. (2015). Exploring social networking technologies as tools for HIV prevention for men who have sex with men. <i>AIDS Education & Prevention</i> , 27(4), 298-311.	Quiz 5 Health Technology Critique
8 (September 27)	Community Organizing and Community Building	Chapters 14, 15 Smallwood, S., Freedman, D., Pitner, R., Sharpe, P., Cole, J., Hastie, S., Hunter, B. (2015). Implementing a Community Empowerment Center for Developing, Implementing, and Sustaining Interventions to Promote Community Health. <i>Journal of Community Health</i> , 40(6), 1122-1129.	Quiz 6 Theory Application Paper Proposal
9 (October 4)	Diffusion of Innovations	Chapter 16	Quiz 7 M9 Discussion
10 (October 11)	Ecological Models of Health Behavior	Chapter 3	Quiz 8 M10 Discussion
11 (October 18)	Ecological Models: Power and Privilege, Part 1	Ford, C.L., & Airhihenbuwa, C.O. (2010). Critical race theory, race equity, and public health: toward antiracism praxis. <i>American Journal of Public Health</i> , 100(Supplement 1), S30-S35. Graham L., Brown-Jeffy S., Aronson R., & Stephens C. (2011). Critical race theory as theoretical framework and analysis tool for population health research. <i>Critical Public Health</i> , 21(1), 81-93.	M11 Discussion
12 (October 25)	Ecological Models: Power and Privilege, Part 2	Bowleg, L. (2012). The Problem with the Phrase “Women and Minorities”: Intersectionality—an Important Theoretical Framework for Public Health. <i>American</i>	M12 Discussion

		<i>Journal of Public Health, 102(7), 1267-1273.</i> Cook, J. E., Purdie-Vaughns, V., Meyer, I. H., & Busch, J. T. (2014). Intervening within and across levels: A multilevel approach to stigma and public health. <i>Social Science & Medicine, 103</i> , 101-109.	
13 (November 1)	Social Marketing & Health Communication	Chapter 21	Quiz 9 M13 Discussion
14 (November 8)	Theory Application: PRECEDE-PROCEED	Chapters 18, 19	Quiz 10 M14 Discussion
15 (November 15)	Emerging Theories in Health Behavior & Health Education	To Be Announced	Theory Application Paper
16 (November 22)	Thanksgiving Break November 22-26		
17 (November 29)	Tying It All Together		Exam Review
DECEMBER 2-8—EXAM WEEK			

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This class is fully online. A diverse array of instructional methods will be used, including (but not limited to) lecture, discussions, activities, reflections, and online media.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed

and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 96 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Student Performance Expectations: ***Class Participation***

Participation in all class sessions is critical for the learning process in this course. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and be ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about how others are thinking about the topics we cover in class, as well as provoke your own critical thinking on these issues. As you read, you should jot down questions or thoughts that occur to you. I strongly suggest writing these down and sharing them in discussion.

Writing Standards

It is expected that students will spend sufficient time reviewing and editing all written documents before submitting them for review and/or grading. All written assignments are required to be free from grammatical and spelling errors. In addition, all written documents should be well-constructed in thought and flow. The instructor reserves the right to: 1) return without the benefit of review any document that is submitted for review and/or grading that violates these standards, and/or 2) reduce the grade of such assignments based upon the frequency and severity of the errors. All documents must be consistent with the *Publication Manual of the American Psychological Association (6th Edition)*.

Due Dates and Deadlines

Students are expected to complete all reading and written assignments prior to the indicated class date. Your grades will be posted on the online grade book for this course on Folio. All assignments are **expected to be ON TIME**, and will be graded and posted promptly so that students can accurately calculate their grades at any point in time during the semester. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with Dr. Smallwood within 48 HOURS. If you have not contacted Dr. Smallwood within 48 HOURS of A MISSED ASSIGNMENT, it WILL NOT BE EXCUSED and YOU WILL RECEIVE A 0 FOR ALL ASSIGNMENTS MISSED. NO EXCEPTIONS. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Assignments:

Theory Application Paper. More details on this assignment will be found in Folio.

Health Technology Critique. More details on this assignment will be found in Folio.

Weekly Response Postings. In this course, there will be eleven (11) discussion prompts. For each prompt, 4-5 students will serve as lead discussants for one of the prompts during the semester. **All students are expected to respond to at least two (2) of their colleagues' posts for ten (10) of the 11 discussion prompts in the course.**

When it is your turn to serve as a lead discussant, you are expected to follow these guidelines:

- Use the readings assigned in class and demonstrate your knowledge, comprehension, and analysis of the readings and topics.
- Construct a thoughtful response to the prompt that is at least 350 words long. Lead posts shorter than 350 words will lose points.

- Make sure to use concrete examples from the texts, and cite the examples properly using APA Seventh Edition format.
- Make sure your content is thoughtful and original. Do not “poach” ideas from other lead discussants.
- Pose an open-ended question to help spur responses from your colleagues.
- Check your response for grammatical and typographical errors before posting.
- Posts from lead discussants are due by Friday at 11:59pm, and responses to your colleagues’ postings are due by Sunday at 11:59pm for the week they are due. Postings should be submitted electronically in the “Discussions” section on Folio. **You are encouraged to post discussion threads early in order to facilitate your colleagues’ ability to reply. Keep in mind that, even when you are a lead discussant, you are still expected to respond to at least two other posts—either in your own thread or in another lead discussant’s.**

When you are responding to a lead discussant’s post:

- Your initial response to each lead post should be at least 250 words. Initial response posts shorter than 250 words will lose points.
- Engage meaningfully with the lead discussant’s ideas. You can indicate areas in which you agree, respectfully challenge ideas with which you disagree, and pose questions that further the conversation.
- Use evidence from class readings to support your response.
- Responses are due by Sunday at 11:59pm. Postings should be submitted electronically in the “Discussions” section on Folio.

Quizzes. In this course, there will be ten (10) quizzes designed to assess students’ basic understanding of the reading material. These quizzes will be posted on Folio. You will have two opportunities to complete the quiz, and the higher of the two grades will be recorded.

Final Exam. There will be a final exam administered via Folio during exam week.

Grading:

<i>Assignments</i>	<i>Points</i>
1. <i>Theory Application Paper Proposal</i>	25
2. <i>Theory Application Paper</i>	80
3. <i>Weekly Response Postings</i>	100
4. <i>Lead Discussant</i>	20
5. <i>Health Technology Critique</i>	75
6. <i>Quizzes (10)</i>	100
7. <i>Final Exam</i>	100

<i>Assignments</i>	<i>Points</i>
<i>TOTAL POINTS</i>	500

- 450-500 points (90%) A
- 400-449 points (80%) B
- 350-399 points (70%) C

For calculation of your final grade, all grades above will be included.

Because I want you to be successful in this course, I want to clarify other important student expectations:

- Announcements may be posted on Folio and/or sent through email. It is each student’s responsibility to pay attention to these announcements, to check for announcements on a routine basis on Folio, as well as check their email. **An individual’s difficulties with Folio or email will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**
- Students are expected to actively participate in class. **If you do not actively participate in the class, your grade may be reduced by a full letter grade (i.e., an A becomes a B).**
- Students are expected to be self-advocates. If there are questions about the material and/or course assignments during the semester, students are expected to contact the instructor so that help and/or assistance can be provided, where possible and appropriate.
- Writing is an important skill and an important part of public health practice. As needed, you will seek writing consultation at the University Writing Center, located in the Forest Drive Building, Room 1119. The Writing Center is open Monday-Thursday from 10am to 6pm and Friday from 10am to 3pm. To schedule an appointment, call (912) 478-1413 or visit <http://class.georgiasouthern.edu/writing-center/>. Alternatively, Purdue University offers an online “writing lab” which includes writing exercises in grammar, punctuation, sentence structure, and sentence style, among others. It also provides instructions for using APA style. The website link is <http://owl.english.purdue.edu>.

Expectations of Instructor:

In return, you can expect the following from me during the course of this semester:

- Use a variety of instruction methods to maximize learning. These include lecture, experiential activities, case examples, and guided facilitation.
- Be responsive and flexible to individual student needs.
- Respond to your questions in a timely manner. This means that I will respond to e-mails

within 48 hours and phone calls by the end of the next business day. Please include the course number (PUBH 6535) in the subject line of your e-mails.

- Provide feedback on assignments in a timely manner.
- Monitor my own performance by eliciting student feedback, either informally or formally, throughout the semester and altering my teaching methods when appropriate.

Assistance with:

DISABILITIES

Student Accessibility Resource Center (SARC)

<http://studentsupport.georgiasouthern.edu/sarc/>

Students with Special Needs

If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met.

WRITING

Writing Center

<http://class.georgiasouthern.edu/writing-center/>

TECHNOLOGY

Folio HELP!!

<http://academics.georgiasouthern.edu/cats/>

Information Technology Services

<http://services.georgiasouthern.edu/its/stucurstu.php>

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is

an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the Student Accessibility Resource Center (SARC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SARC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

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